



FY21 Budget Update – May 2020

King Middle School



Norms

- This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.
- We will follow the agenda as noticed to the public and stay on task.
- We invite and welcome contributions of every member and listen to each other.
- We will respect all ideas and assume good intentions.

Executive Summary of Budget Cuts

- Due to decreased state revenue, all Georgia state agencies have to decrease their FY21 expenditures by at least 14%. This has resulted in a significant reduction in Atlanta Public Schools' FY21 Projected Budget
- Previous proposed budget for our school: \$9,498,130_____
- Current proposed budget for our school: \$8,525,877_____
- Difference is being taken from the 2% reserve, 1.8% reduction to Student Success Funding, textbook adoption for grades 6-12, and other areas.

King Middle Strategic Plan (Jackson Cluster)

District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

MJHS Cluster Mission; to graduate students who are productive, caring and lifelong learners.

MJHS Cluster Vision; a high-performing cluster where students love to learn, educators inspire, families engage and the community trusts the system.

School Mission & Vision

Our mission is to prepare students for a globally competitive environment in which students' graduate college and career ready while fostering principles of responsibility, service, respect, compassion, international-mindedness within an academically challenging educational framework.

Our vision is to work collaboratively with each community and stakeholder to develop active, globally-minded citizens prepared to create positive change on a local, national, and international scale.

Signature Program: International Baccalaureate Middle Years Programme



School Priorities



Academic Program

1. Focus on increasing the achievement of **Black students, White students, Hispanic students, Economically Disadvantaged students, English Learner students, and Students with Disabilities** at Developing Learner and above on the GMAS EOG in in ELA, Reading, and Math.
2. Increase rigor into the curriculum through the implementation of the International Baccalaureate Middle Years Programme.

School Strategies

1. Integrate district wide instructional practices in all contents
2. Focus on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students, such as utilizing the Instructional Framework, outlined by Atlanta Public Schools.
3. Incorporate all components of the International Baccalaureate Programme to address the diverse learning styles of our students.
4. Differentiated Instruction based on student needs.
5. Provide additional instructional time focused on student needs through remediation/study skills classes.
6. Support classroom teachers in their efforts to help lower-performing students close the achievement gap, through the use of tutors, technology, and Thinking Maps.
7. Vertical alignment of reading strategies from middle to high school across content areas.

Uses of Flexibility/Innovation

Math teachers will use 50 graphing calculators and 245 scientific calculators to support the integration of technology into the math classroom. Teachers will also utilize accompanying software that they can be used with their Promethean boards to assist students.

Consumable math books from Carnegie Learning, Crosswalk Plus Common Core Coach, I-Ready Common Core Achievement books will be utilized in 6th, 7th, and 8th grade, which will help students understand relationships and make connections among different mathematical concepts.

Math and ELA teachers will also utilize Classworks, a tiered online intervention program to help to pinpoint and address learning gaps.

Write Score, LLC will provide students with different types of writing prompts via student writing testing booklets. The program then scores the essays using Georgia specific scoring rubrics and reporting categories. Write Score provides teachers with data reports broken down into four categories, Ideas, Organization, Style, and Convention. Teachers can then use this information to drive instruction as it relates to student achievement in writing.

All special education students will be exposed to Reading Plus through their English Language Arts class to provide more personalized instruction.

Playworks will also be utilized for recess to provide students with a "brain break".

Key Performance Measures

ELA

- The percentage of **Black** students scoring developing and above on the ELA Georgia Milestone Assessment will increase from 61.3% in 2020, to 64.3% in 2021, and 67.3% in 2022.
- The percentage of **White** students scoring at developing and above on the ELA Georgia Milestones Assessment will increase from 92% in 2020 to 95% in 2021.
- The percentage of **Hispanic** students scoring developing and above on the ELA Georgia Milestone Assessment will increase from 64.3% in 2020, to 67.3% in 2021, and 70.3% in 2022.
- The percentage of **Economically Disadvantaged** students scoring developing and above on the ELA Georgia Milestone Assessment will increase from 62.5% in 2020, to 65.5% in 2021, and 68.5% in 2022.
- The percentage of **English Learners** scoring developing and above on the ELA Georgia Milestone Assessment will increase from 28% in 2020, to 31% in 2021, and 34% in 2022.
- The percentage of **Students with Disabilities** scoring developing and above on the ELA Georgia Milestone Assessment will increase from 22.6% in 2020, to 25.6% in 2021, and 28.6% in 2022.



Talent Management

3. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.



1. Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students.
2. Provide collaborative opportunities through common planning
3. Ensure 100% of our teachers receive IB training
4. Provide professional development to teachers on the three reading strategies to improve literacy.
5. Artifact Tuesday, which is a timely constructive peer feedback for teachers on Level 3 instructional activities, to build teaching capacity and confidence.

Uses of Flexibility/Innovation

Thinking Maps, Classworks, and IB MYP unit planning will provide professional development that provides teachers with strategies and resources that will create standards-based, inquiry based, student-centered curricula and effectively integrate technology to inform data-driven instruction. As a result, the teacher's ability to raise and sustain student achievement is increased.



Systems & Resources

- 4. Incorporate systems to identify and address academic concerns.



1. Teachers and staff will engage in Data Talks to analyze benchmark assessment data and to identify strategies for helping students.
2. Student let data talk.
3. Artifact Tuesday to increase teacher accountability for delivering instruction at Level 3 to students.

Uses of Flexibility/Innovation

Bi-weekly Common Assessments -Classroom teachers will develop common assessments on their grade level to monitor student progress every two weeks. The Instructional Coaches will review all tests to make sure that all test questions are formatted in a manner consistent with Common assessments.

Data Talks- Teachers will meet with the Instructional Coaches and administrative team to analyze data and discuss strategies for helping those students who are meeting, as well as those students that are not meeting the standards. The Instructional coaches will assist the teachers with developing and implementing differentiation strategies accordingly.

Differentiation of Instruction- At King, teachers will use such differentiation needs as flexible groups, hands-on manipulatives, tiered assignments, technology, process, product, content, environment, guided practice, and Direct Instruction.

Digital Bridge Program – Every student is provided a laptop to use at home and school.



Culture

5. Develop a positive, and collaborative environment for students, staff, and all stakeholders.



1. Implement Positive Behavior Intervention Strategies.
2. Implement Social Emotional Learning (SEL) for staff and students.
 - a) Exposing students to IB Learner Profiles
 - b) Staff participating in professional development
3. Build community awareness through Go Team, PTA, Parent Liaison, Communities In Schools, and IB.
 - a) Establish a family engagement committee
 - b) Parent University
 - c) Menu of parent involvement activities

Uses of Flexibility/Innovation

- * MYP IB ATL Skills
- *Second Step Curriculum
- *Parent Workshops
- *Cluster collaborations
- *TKES surveys and Parent Engagement surveys
- *Social Media
- *Community Outreach
- *Playworks (Recess/Brain Break)



Math

- The percentage of **Black** students scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 63.8% in 2020, to 66.8 in 2021, and 69.8% in 2022.
- The percentage of **White** students scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 92% in 2020, to 95% in 2021.
- The percentage of **Hispanic** students scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 72.4% in 2020, to 75.4% in 2021, and 78.4% in 2022.
- The percentage of **Economically Disadvantaged** students scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 65.6% in 2020, to 68.6% in 2021, and 71.6% in 2022.
- The percentage of **English Learners** students scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 48.8% to 2020, to 51.8% in 2021, and 54.8% in 2022.
- The percentage of **Students with Disabilities** scoring developing and above on the **Math Georgia Milestone Assessment** will increase from 25.5% in 2020, to 28.5% in 2021, and 31.5% in 2022.

Science (8th Grade Only)

The percentage of all 8th grade students scoring developing and above on the Science Georgia Milestones Assessment will increase from 58% in 2020, to 61% in 2021, and 64% in 2022.

Social Studies (8th Grade Only)

The percentage of all 8th grade scoring developing and above on the Georgia Milestone Assessment will increase from 70% in 2020, to 73% in 2021, and 76% in 2022.

FY21 Budget Parameters

FY21 School Priorities	Rationale
Increase Reading Lexile's and Writing Levels for students who are 2 to 3 grade levels below their current grade.	Data supports the need to provide some of our students with additional reading and writing opportunities.
Maximize wrap around services: Full time Nurse	We have multiple students with chronic health issues needing services throughout the school day.
Provide students an opportunity for a 15 minute brain break through organized recess	Studies show that recess matters: Playworks is a thoughtful approach to provide students with a brain break while improving student's physical health and social and emotional learning
Implement our Signature Program IB with fidelity	IB is the signature program of the Jackson Cluster

FY21 Proposed Budget Adjustments

Priorities	Focus Area	Request	Original Budget Request	New Request	Rational for Change
Increase level of rigor and relevance	Academics	Purchase the ELA and additional Social Studies Textbooks	\$285,936	Did not purchase	District Decision
Increase focus on student achievement and improving school culture	Academics and Culture	Purchase 4 non instructional para to support implementation of Playworks	\$121,107	Do not fill 3 of the positions.	We can use current staff to support Playworks

Questions?



Thank you for your time and attention.

Questions to Consider

1. Are our school's priorities reflected in this budget?
 - a. Are new positions and/or resources included in the budget to address our major priorities?
 - b. Do we know (as a team) the plan to support implementation of these priorities beyond the budget (ex. What strategies will be implemented)?
 - c. What tradeoffs are being made in order to support these priorities?
2. How are district and cluster priorities reflected in our budget?
 - a. Cluster priorities- what staff, materials, etc. are dedicated to supporting our cluster's priorities?
 - b. Signature programs- what staff, materials, etc. are dedicated to supporting our signature program?
 - c. Are there positions our school will share with another school, i.e. nurse, counselor?